

# History

<b>Chronology</b> Historians place events in chronological context.	<b>Questioning</b> Historians ask and answer historical questions.	<b>Change</b> Historians explore change and describe its causes and consequences.	<b>Sources</b> Historians gather evidence from sources.	<b>Vocabulary</b> Historians use appropriate subject specific vocabulary.
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	Chronology	Questioning	Change	Sources	Vocabulary
N	→To remember and talk about significant events in their own experiences. →To recognise and describe special times or events for family or friends.	→To show interest in the lives of people who are familiar to them. →To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. →To talk about some of the things they have observed, such as plants, animals, natural and found objects. →To talk about why things happen and how things work. →	→To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. →To show interest in different occupations and ways of life. →To develop an understanding of growth, decay and changes over time.		
Rec	<b>→To talk about past and present events in their own lives and in the lives of family members.</b>		→To look closely at similarities, differences, patterns and change. <b>→To know about similarities and differences between themselves and others, and among families, communities and traditions.</b> <b>→To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.</b>		→ today, yesterday, tomorrow → the present, the past, the future, → day, week, month, long ago → old, new → parent, grand parent → changes
Year 1	→Begin to order artefacts and pictures from significantly different time periods. →Sequence the story of a significant historical figure. →Retell a story or significant event from their own past.	→Ask and respond to simple questions about the past, using sources of information.	→Describe, in simple terms, the importance of a local place or landmark. →Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.	→Begin to describe similarities and differences between historical artefacts and pictures. →Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.	→now, then, long ago, before, after, timeline, date order → the present, the past, the future → living memory toys materials wood →Homes, houses, toys, seaside, babyhood, clothes, food, size →Photographs, opinion, artefact, memories →similarities, differences
Year 2	→Order events in a period of history studied and begin to recall the dates of important festivals or celebrations.	→Ask and answer questions about a range of historical sources. →Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings.	→Describe how their own life is different from past generations of their own family. →Use stories of famous national and international historical figures to compare aspects of life in different times. →Describe how people, places and events in their own locality have changed over time. →Describe changes in the local area during their own lifetime and that of their parents and grandparents. →Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.	→Build a 'bigger picture' of a historical period, using a range of source material.	→ year, decade and century →chronological order, era/period, locality →investigate, research, evidence →historians, experts, letters, newspapers, websites opinion, artefact →festivals, celebrations →travel, encounter, impact, significant, discovery, invention, historical, traditional, old fashioned →parents, grandparents, generation
Year 3	→Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	→Express an opinion on whether a person or event had a positive or negative impact on life in Britain. →Suggest useful research questions. →Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people. →Explore the achievements of the people of the Indus Valley and the Shang Dynasty.	→Describe how their own lives are similar or different to children living in past times. →Explain how a significant figure of a period influenced change. →Describe how national changes affected their locality. →Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war). →Describe changes in Britain from the Stone Age to the Iron Age	→Choose the most important source material for a task, showing awareness of a range of sources.	→ chronological order era/period → millennium, thousands of years, B.C (Before Christ) A.D (Anno Domini) → Emperor, Caesar, republic, empire, army/soldiers, colony, gods/goddesses, invention → importance, significance, impact, effects, reason → myths and legends, the Stone Age
Year 4	→Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. →Explain how significant historical figures contributed to national achievements in a variety of eras.	→Ask and answer more complex questions through independent research. →Choose the best way to record a range of historical information, giving reasons for their choice. →Explore the Roman Empire and its impact on Britain.	→Compare two periods of history, identifying similarities and differences between them. →Describe the impact of international events (e.g. war) on the local area. →Explain the impact of a significant historical figure on life in Britain.	→Use a range of source materials to answer questions about the past which go beyond simple observations.	→ chronological order era/period → millennium, thousands of years, B.C (Before Christ) A.D (Anno Domini) → empire, invasion, civilisation, settlers, migration, Kingdoms, settlements, parliament, Christianity → culture, achievements, legacy, democracy

## History

		→Study Greek life and achievements and their influence on the Western World.			→historian, archaeologist, archaeology, first hand evidence, second hand evidence, myths and legends → change, continuity, cause/s, infer, suggest → impact, effects, consequences
Year 5	→Independently place historical events or change on a timeline, remembering key facts from a period of history studied.	→Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne). →Follow independent lines of enquiry and make informed responses based on this. →Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.	→Make connections between two periods of history, to begin to develop historical perspective. →Describe how a significant individual or movement has influenced the UK or wider world. →Use a range of local history resources to describe how an event (e.g. the Black Death) affected a local town or village. →Link events from periods studied to changes or developments in contemporary society, both in Britain. →Explore Britain's settlement by Anglo-Saxons and Scots. →Investigate the Viking and Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	→Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur.	→ chronological order, era/period → millennium, thousands of years, B.C (Before Christ) A.D (Anno Domini), anachronism → nation, monarchy, execution protestant, divorce → Monasteries, first civilisations → reformers, legislation primary evidence, secondary evidence → impact, effects, consequences, legacy, significance, impression, change, continuity, cause/s, infer, suggest → historian, archaeologist, archaeology
Year 6	→Create, from memory, a timeline from dates/details/eras, showing knowledge of how to check for accuracy. →Study an aspect of British History which extends chronological knowledge beyond 1066.	→Suggest and research information sources required to present an in-depth study of a local town or city. →Independently investigate a complex historical research question. →Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose. →Study crime and punishment in a non-European society which contrasts with British History (Mayan civilization).	→Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective. →Describe how their own lives have been influenced by a significant individual or movement. →Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world. →Describe the negative or positive impact of a period of history on contemporary society.	→Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.	→ chronological order, era/period →20th century, World War I, World War II → trench war, recruit, alliance, Blitz, Home Front, morale, democracy, Parliament, vote, suffrage, Houses of Parliament, represent, culture, stereotype, diversity, traditional view, attitudes → variety of sources, different experiences → reliability, propaganda, one sided, biased, motive, mistake, primary evidence, eye witness, secondary evidence → impact, effects, consequences, legacy, significance, cause/s, change, continuity, extent of continuity, extent of change → historian, archaeologist, archaeology → diversity, international, nation